

Greenville Out-of-School Time Leadership Forum

Greenville, South Carolina

May 24, 2018

EVENT SUMMARY

The Greenville Out-of-School Time Leadership Forum provided a platform for a countywide conversation on out-of-school time system building, the opportunity to engage with national experts, and seek input of local leaders on how to grow a sustainable out-of-school time system.

Welcome and Opening Remarks

Dr. Ansel Sanders, President and CEO, Public Education Partners (Emcee)

Meghan Barp, President and CEO, United Way of Greenville County

The Honorable Jil Littlejohn, Mayor Pro Tem, City of Greenville; President and CEO of the Urban League of the Upstate

Dr. Ansel Sanders began by sharing three key goals for the day: 1) to raise awareness about the value of out-of-school time (OST) learning; 2) to build a common understanding of the components of an OST system from lessons learned from the Wallace Foundation and communities across the country; and 3) build excitement and engagement about what an OST system could look like in Greenville. Dr. Sanders highlighted that students spend approximately 80% of their time out of school yet disadvantaged students often have less access to learning opportunities outside of the school day, which can continue to perpetuate achievement gaps. Dr. Sanders explained that Greenville currently has many great initiatives to support students and can build upon that foundation to create a more coordinated system. He noted that the community in Greenville is not complacent and will rise to the challenge.

Meghan Barp noted the impact that can be made from bringing together community leaders and youth to support OST learning. Barp said that conversations in the field today about the importance of OST and social and emotional learning are very similar to issues that she was tackling in New York City while at the YWCA in the early 2000s. While practitioners understand how crucial OST is to the success of young people and communities, the case needs to continue to be made to gain support within the wider community. Barp agreed with Sanders that Greenville is ready to learn from best practices and put new knowledge to action. Barp emphasized that United Way is committed to continuing to elevate community conversations and leverage partnerships with others to develop a strong OST system.

The Honorable Jil Littlejohn welcomed attendees on behalf of the Mayor and City Council of Greenville. Littlejohn shared her excitement that the forum was engaging leaders and partners from both Greenville and Spartanburg, given the mobility of many children and families in the community. Littlejohn noted that OST programming in her youth allowed her to connect with her peers and mentors and helped her understand what skills and knowledge she needed to be successful. Littlejohn stressed that as the city of Greenville grows, ensuring economic prosperity for all, breaking down the barriers that hinder active citizenship, and working together to create quality opportunities for kids must be a priority as they look to the future.

Presentation: Growing Together, Learning Together

Betsy Brand, Executive Director, American Youth Policy Forum

Betsy Brand framed her presentation around the research provided in The Wallace Foundation publication [*Growing Together, Learning Together: What Cities Have Discovered About Building Afterschool Systems*](#), and explored four key questions 1) Why afterschool matters?; 2) Why take a systems approach?; 3) What is an afterschool system?; and 4) What are some key elements that support afterschool systems?

Why Afterschool Matters?

Brand shared that research confirms what many practitioners already know from experience, that quality afterschool programs provide students safe places to grow, learn, and develop key skills.

Why Take a Systems Approach?

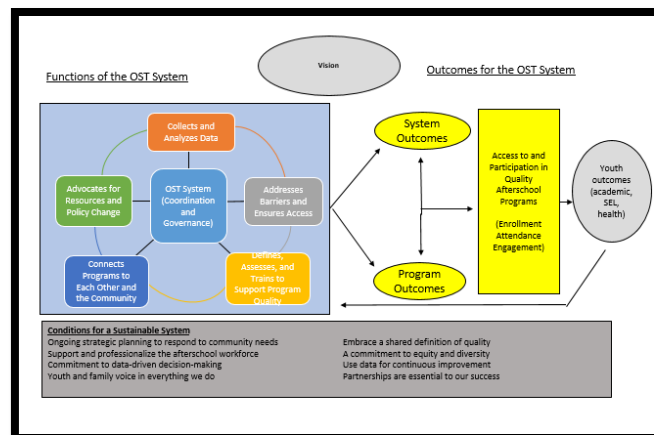
Two persistent problems exist that demand a systems approach: [*lack of access and quality*](#). Nationally, low-income children are much less likely to participate in afterschool experiences like clubs, sports, and activities than their wealthier peers, and between 1997-2012 the “extracurricular gap” between poor and non-poor kids has widened. Additionally, not all afterschool programs are of quality. A 2007 meta-analysis of 73 evaluations of afterschool programs found that afterschool programs on average had positive effects on attitudes towards school, social behavior, school grades, achievement tests, and reduced problem behaviors from aggression. That being said, programs without specific quality features had no effect.

Brand stated that there is a history of fragmentation among OST providers, and communities often lack clarity about where quality programs are, how many youth are served, and how to measure, define, and promote quality. In 2003, five pioneering cities, with support from funders, set out to create more coordinated afterschool systems. In 2010, the RAND Corporation found that coordination in those cities did work at increasing access, quality, data-based decision making, and sustainability. In 2013, researchers at FHI 360 found that 77 cities were engaged in coordinated afterschool system building, which was more than half of the cities surveyed. In those cities with coordinated systems, the median number of agencies and organizations participating was twenty. As the research base has grown in cities across the country, the field has learned what elements are essential to a coordinated system.

What is an Afterschool System?

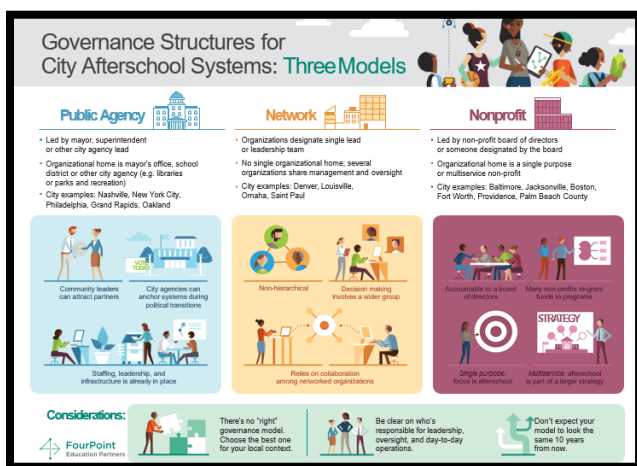
Before diving into what makes a system successful, Brand shared a diagram developed by Priscilla Little of the Wallace Foundation.

The diagram demonstrates the functions of an afterschool system. At the center is the organization, which coordinates and oversees certain tasks such as advocating for resources and policy change and collecting and analyzing data. This coordination results in both system and program outcomes, which eventually leads to youth outcomes.



What are Some Key Elements that Support Afterschool Systems?

To see the full presentation, please visit: http://www.aypf.org/wp-content/uploads/2018/05/Presentation_Greenville-OST.pdf



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Brand stated that there are four elements necessary for system success: leadership, coordination, effective use of data, and quality. These four elements were developed through a review of OST system building literature and perspectives from practitioners. Brand explained that successful systems require shared leadership across sectors and at multiple levels that allows OST systems to remain sustainable even when city leadership changes. Brand also emphasized that while coordination is necessary, there is “no one size fits all.” Cities have taken a variety of approaches, and three common governance structures include leadership offered by a public agency, a network, or by a non-profit organization.

To effectively use data, Brand explained it is a matter of not only considering what technology and vendor to use for collection, but also which stakeholders are involved, and how the collection, organization, and analysis processes can inform the community’s goals. Establishment of a program locator is often the first step as cities begin collecting data. They can then expand to collection of information on participation, quality, and youth outcomes.

Brand highlighted that many cities choose improving the quality of their programs as their primary goal. Cities can approach quality through a cycle of assessing standards and performance measures, planning for improvement based on performance feedback, and improving through technical assistance, coaching, and training.

To close, Brand encouraged participants to utilize other [resources](#) developed by the Wallace Foundation as they continue system building in Greenville.

Panel: National Voices

Suzette L. Harvey, President/CEO, Prime Time Palm Beach County, Inc.

Terry Peterson, National Board Chair, Afterschool Alliance; Senior Fellow at the Riley Institute and College of Charleston

Bela Shah Spooner, Manager, Expanded Learning, National League of Cities

Dr. Ansel Sanders, President and CEO, Public Education Partners (Moderator)

Terry Peterson emphasized that OST is a strategy for supporting student success, for developing a better workforce, and helping families by providing a safe place for children after school. Peterson challenged the participants to create an OST system in Greenville that provided high quality and well-organized OST programs in every neighborhood. Having worked with Dick Riley, former U.S. Secretary of Education and Governor of South Carolina, Peterson has been coming to Greenville for approximately 40 years. Given that no community in the state has an established OST system, and very few OST systems exist in the South, Peterson believes Greenville could be an example to other communities in the region. Peterson acknowledged the important work of everyone in the room and underscored that creating a system would not eliminate anyone's work, but rather provide more access and opportunities for more families, which would result in more work for providers and partners. With the support of the United Way, the City Council, and Mayor Pro Tem Littlejohn, Peterson emphasized that Greenville was already on its way to establishing a system.

Peterson also noted the wealth of evidence documenting the benefits of OST, referencing the compendium [*Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success*](#), which comprises reports and articles from researchers, practitioners, policymakers, and other thought leaders in the field. The claim that there is not enough evidence to support the benefits of afterschool or knowledge in the field of what works is unfounded and only serves as a barrier to getting work done. Peterson noted that in a recent study in South Carolina, 330,000 parents said they would like to have their child in an afterschool program if it was available, demonstrating a desire for OST programming.

To close, Peterson highlighted how quality OST programs can support skill development and provide short and long-term benefits to the workforce development of a community. Nearly two out of three parents say that childcare costs influence their career decisions, and 73% of working parents say that childcare issues have affected their job. If Greenville could provide quality OST to all kids, parents could know their children were safe and taken care of and potentially have more opportunities to pursue job opportunities aligned with their skills and interests, rather than only jobs that allow them the flexibility they need if they do not have childcare. OST systems can also align with workforce partners to ensure students are developing the skills needed to be successful in the workplace, as well as provide opportunities for youth to explore their interests and passions in ways they cannot during the traditional school day.

Suzette Harvey described the OST system in Palm Beach County. In reference to the four key elements identified for a successful OST system, Harvey explained that a few key stakeholders in the community served as strong leaders and champions for the work and began advocating for a coordinated approach in the late 1990s. Prime Time Palm Beach County, a nonprofit intermediary organization, annually provides 1,900 practitioners with professional development, networking, and career advising and hands-on learning to more than 20,000 children and youth in approximately 200 OST programs throughout the county. Additionally, Prime Time Palm Beach County has partnered with Palm Beach State College to

create educational pathways for OST practitioners in the county, and provides scholarships and tiered incentive award programs for them to pursue degrees or certificates in relevant fields. The Children's Services Council of Palm Beach County has provided more than 90 percent of Prime Time's funding since its founding in 2000. The Children's Services Council is an independent special district established by the voters of Palm Beach County to support child and family services.

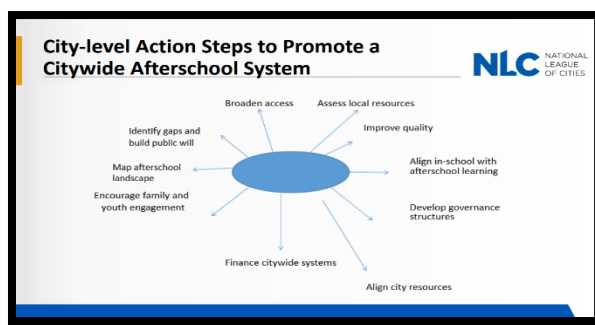
Harvey explained that Prime Time Palm Beach County does not fund or monitor OST providers, but rather serves as a support system that works on continuous improvement with programs. The school district is the largest provider of afterschool programming, but Prime Time also works with community-based organizations, those run by municipalities and faith-based programs. Programs that elect to join the Palm Beach Quality Improvement System, managed by Prime Time, use a tailored version of the Weikart Center's [Program Quality Assessment](#) tool. The system includes both internal and external assessment where programs receive a score, and Prime Time staff work with them to identify specific areas of need, how they can address them, and measure progress toward goals. Prime Time Palm Beach County has had various external evaluators assess their work on quality, including the American Institute for Research (AIR). AIR research showed youth in higher quality programs in Palm Beach County Quality Improvement System were more likely to advance to the next grade on time.

Harvey also shared that although areas of Palm Beach are very wealthy; there is a huge opportunity gap in the county. The Children's Services Council funds Prime Time to address the opportunity gap in the community with more than \$2.5 million for hands-on learning with expert content partners. Harvey also explained that Palm Beach County is one of six communities working with the Wallace Foundation on social and emotional learning, rethinking alignment and connections between the school day and OST, and considering how school staff interact with students and their impact on student learning.

Next, Bela Shah Spooner provided an introduction to the National League of Cities (NLC) and the role of cities in OST system building. NLC views cities as centers of innovation, leadership, and governance, and able to make change when actions get stalled at the federal or state level. Since 2000, NLC's Institute for Youth, Education, and Families has worked with cities to build coordinated citywide afterschool systems, supporting the sharing of ideas and strategies. Spooner highlighted that OST system building at the city level is practical, considering that so much work is often already happening at the city level that can support OST, such as programming through parks and recreation centers, the police department, and libraries and museums. That being said, Spooner echoed Brand's comment that programming within cities is often fragmented and disconnected.

As city leaders, Spooner highlighted the many [roles](#) that mayors can take. They can be a catalyst or champion for change, they can serve as a convener or coordinator, create visibility on an issue, or offer incentives. Cities can take a variety of action steps to promote an OST system, such as mapping where programs are or overlaying various data—such as police data, teen pregnancy data, and poverty data—to identify challenges and gaps within communities.

Spooner then displayed a map of what cities are currently engaged in OST system building efforts, and similar to Peterson, challenged Greenville to become a



To see the full presentation, please visit: http://www.avpf.org/wp-content/uploads/2018/05/Presentation_Greenville-OST.pdf

city in the South doing this systems work. Spooner also shared that NLC's State of the Cities annual report demonstrates that the primary priority of city mayors has consistently been economic development for the past four years. Employers are looking for their employees to have foundational skills, such as communication, leadership, and problem solving, which can be fostered and developed in OST. These "foundational skills" are the same skills that youth development leaders and the Wallace Foundation call "social and emotional skills". To close, Bela noted three recent briefs developed by NLC about OST as a strategy for [public safety](#), for [college and career readiness](#), and [workforce development](#), that can be used to make the case for OST.

Moderated Discussion and Audience Q&A

What are strategies for creating strong and lasting partnerships with local school districts?

Harvey shared that one of the founding leaders of Prime Time Palm Beach County was a school administrator, and is still a member of the organization's board, providing representation from the school district. As an intermediary, Harvey explained that Prime Time manages the logistics of providing certain enrichment opportunities, which is a benefit to the district who can more easily access these enrichment programs without hassle. Prime Time also provides professional development for district staff. Spooner highlighted the importance of sharing data and understanding need, and then evaluating how partnerships among OST providers and the district can address those needs. Spooner mentioned that some communities struggle with turf issues of who serves which kids or who can use certain resources, but collectively looking at data can help break down that barrier and allow stakeholders to better understand how collaboration can be mutually beneficial. Peterson mentioned that districts have access to great space, equipment, and professionals, yet using school spaces can be a headache for school staff. Peterson suggested that collaboration between districts and OST providers allows for better use of district resources to benefit both parties. Additionally, Peterson noted the teacher shortage in South Carolina, and the potential of OST staff who often have one or two year degrees, to continue their education to become educators.

What is the role of OST in a coordinated approach to developing college and career ready young people?

Peterson emphasized how OST programs keep youth engaged and connected to school, especially during critical transitions between elementary and middle school, and middle and high school. Spooner agreed and shared that experiences like career exposure, project-based learning, and involvement in the community can keep youth excited to come to school and attend their OST program. Harvey further noted the important role OST programs play in providing youth connections with caring adults who can support them and serve as mentors.

What are strategies for developing strong leaders within a community?

Spooner highlighted how priorities amongst city leaders can shift, and thinking about how to align OST with those priorities is important. Currently, mayors are focused on economic and workforce development, and engaging leaders in the OST conversation may require making the case for how OST prepares students for both college and careers. Spooner also mentioned that OST as a public safety strategy used to be a key driver in advocating for OST, and Harvey noted that public safety is reentering the conversation given the recent school shootings. The panel also underscored the importance of using local data about the needs and demands of the community to make the case for OST.

How do you navigate the tension between providing high-quality OST programs and affordability?

Peterson shared that intermediary organizations, whether run through a foundation, city council, or other entity, can help regulate the quality of programs. When an intermediary organization provides quality improvement services without penalty, programs might be more willing to get involved. Peterson also mentioned the high cost of childcare, and emphasized that when organizations collaborate and coordinate with services in their community that are already providing quality services to children, it can bring more service to all providers while also creating more opportunities for youth. Harvey shared that Prime Time's funding source navigates the tension between access and quality often. Given that quality programming makes the difference for children, Prime Time focuses on ensuring their programs are high quality. If a program receives a scholarship or voucher from the Children Services Council of Palm Beach County, they are required to participate in quality improvement. Harvey and Spooner emphasized the importance of investing in quality, as low quality programs can lead to decreased investment. Spooner also encouraged attendees to consider how other federal funding streams and supports can be leveraged through OST, such as provision of summer meals during summer learning programs and afterschool snack and suppers during the school year in afterschool programs.

Are there examples of OST systems that have been developed with limited investment and resources?

Spooner began by highlighting a neighborhood strategy in Nashville, in which schools have functioned as a central hub working with other community-based organizations in the geographic area to provide services. Spooner explained that OST system building can start small, and grow incrementally. Spooner also mentioned the Denver Afterschool Alliance is an example of a community that does not have a separate non-profit intermediary, but rather a partnership staffed by in-kind support from the City, the school district, and the Boys and Girls Club of Denver. Denver Afterschool Alliance serves as a quality broker providing technical assistance, quality continuous improvement training, and evaluation, and receives limited funding from the City of Denver. Spooner shared that she was willing to connect with people after the meeting, and brainstorm communities similar to Greenville. Peterson shared that an important first step is mapping where OST programs are, and where kids are located. He explained that having a third party entity that can act as broker to connect people and organizations can be mutually beneficial and an efficient use of community resources. Peterson also mentioned experimenting with sliding fee scales to fund programs, and finding scholarships or federal funding sources for families who cannot pay those fees.

Why have certain system building efforts not come to fruition?

Spooner shared that often in the early stages of OST system building, communities must navigate turf issues, and acknowledge the issues their community is facing and why different leaders or entities may not agree with one another. An important first step is identifying where the biggest need is in the community. Spooner also emphasized the importance of imbedding system building work into the fabric of the community and getting buy-in at multiple levels within city government and organizations, so the work continues if there is turnover among mayoral or city agency leadership. Harvey noted the importance of how intermediaries approach quality improvement work. Prime Time Palm Beach County started with a rating system, but shifted and was able to engage more providers with a quality improvement system. Harvey also highlighted how framing the intermediary as an organization that serves, supports, and works with the OST practitioners has created a relationship of respect and collaboration.

Following the forum, Spooner provided additional insight from her work with cities. One pitfall or “caution” she noted that Greenville should be mindful of while building a citywide system is related to data systems. When a communities want to get a data management information system (MIS) going, the tendency is to buy one “off the shelf” through the primary vendors like City Span or Social Solutions and implement it as quickly as possible. NLC has learned from many cities’ efforts that it is worth the time to ask stakeholders first what they want the data for, what questions do they want answered, and what data will they be able to collect. Sometimes cities will realize they can build their own system tailored to their needs or can work through a vendor to tailor an MIS system that makes sense for their efforts. NLC’s [Building Management Information Systems to Coordinate Citywide Afterschool Programs: A Toolkit for Cities](#) has many helpful tips. The other important piece is making sure to train your providers on data collection and explain the bigger goals of the system effort to get their buy-in.

Panel: Local and Regional Voices

Whitney Hanna, Coordinator of Community Collaboration & Institutional Advancement, Greenville County Schools

Catherine “Cathy” Hendrix, Vice President, Senior HR Manager Metro Mid South, TD Bank

Dr. Charlotte McDavid, Executive Director for Academic Innovation and Technology, Greenville County Schools

Susi Smith, Executive Director, Communities in Schools of Greenville

Cathy Stevens, Program Director, White-Riley-Peterson Afterschool Policy Fellowship, Center for Education Policy and Leadership, The Richard W. Riley Institute at Furman

Zelda Waymer, Executive Director, South Carolina Afterschool Alliance (Moderator)

Cathy Stevens began the local panel discussion by introducing her work at the [Richard W. Riley Institute](#) at Furman University. The Riley Institute was named after former South Carolina governor and Secretary of Education Dick Riley and is dedicated to nonpartisanship and broadening community perspectives about issues in the state and nation. Stevens directs the [White-Riley-Peterson Afterschool Policy Fellowship](#), a 10-month long fellowship of leaders across the country, named after William White (Mott Foundation Chair and CEO), Richard Riley, and Terry Peterson, the “three godfathers” of afterschool and summer learning programs and policies. To contextualize their impact, Stevens highlighted that while Riley and Peterson served at the U.S. Department of Education, they were responsible for supporting the only federal line item solely dedicated to afterschool, the [21st Century Community Learning Centers](#) grant.

Echoing earlier remarks, Stevens emphasized that data demonstrates the impact of OST learning and opportunities. High quality OST programs keep kids safe, help working parents by allowing them to stay at work, inspires learning without the constraints of the school day, reduces school discipline, improves attendance, can close achievement gaps, and fosters [skills needed for the workforce](#). Stevens noted that despite all these benefits, OST programming is often forgotten as a key lever in supporting student success.

Stevens also shared that OST opportunities can address equity issues within the community. By age twelve, children from wealthy families have had approximately 6,000 additional hours of learning and over \$90,000 more spent on them than children living in poverty. OST programming is one of the strongest interventions to address this opportunity gap, and the Riley Institute is committed to helping support those efforts in Greenville. Stevens highlighted the Riley Institute’s [WhatWorksSC](#) as a key resource, with a compilation of policy papers and case studies and a clearinghouse of statewide

initiatives. To close, Stevens shared a quote from William White: “Afterschool is not the silver bullet of education, but rather the silver lining.”

Next, Susi Smith discussed the Communities in Schools (CIS) model and how they became involved with providing afterschool programming. CIS is a [national model](#), working across 25 states and the District of Columbia. CIS provides a program of integrated student supports, working with school districts to identify which schools could benefit from their services, and placing a trained professional in those schools, who works with a subset of students who are identified as most in need of support. In the late 1990s following the creation of the 21st Century Community Learning Centers grant, CIS of Greenville was approached by the school district to provide afterschool programs. Smith explained that OST programming was a natural fit for CIS of Greenville, as it expanded CIS staff’s opportunities to provide case management services and not have to pull children out of class during the school day. CIS of Greenville also partnered with United Way to provide programming for those schools that had not received 21st Century funds.

Smith also highlighted the importance of parent engagement, alignment of OST with what happens during the school day, and using data to track both student and school outcomes. CIS of Greenville works closely with parents, developing relationships with families and understanding how they can support families in helping students be successful. One aspect of CIS of Greenville’s parent engagement work includes their [Strengthening Families Program](#), a 14-week evidence-based program for families. Given that CIS provides services during the traditional school day as well, they ensure alignment between what students are learning in school with OST activities. Additionally, CIS provides learning opportunities that schools may not have time to provide, such as social and emotional learning, skill development, career exploration, and field trips. Smith shared that all programming is deliberately planned with student and school goals in mind. To assess quality, CIS of Greenville uses the AQuA quality tool developed by the United Way, as well as their own internal data system. To close, Smith shared that cost and funding continues to be a challenge as they try to enhance their program and expose children to as much as possible.

As a representative from the business community, Cathy Hendrix spoke about her experiences as Chair of the United Way Women’s Leadership Board and Chair of the United Way Women in Banking group. Hendrix shared the excitement from middle school girls she witnessed as they participated in lessons or luncheons with the members of the Women’s Leadership Board. Hendrix expressed that through her work with young people, it is clear the disparities that exist among different families in the city.

As an employer, Hendrix shared that TD Bank looks for individuals with drive and an aptitude to learn. She emphasized that OST programs are critical in supporting the development of skills needed in today’s workforce. At TD Bank, entry-level jobs can lead to additional postsecondary opportunities. A high school graduate can start as a teller, and TD Bank offers tuition reimbursement for those pursuing higher education. To close, Hendrix shared TD Bank’s priority is the community and urged attendees to engage with the business community and share how they can get involved in supporting afterschool and summer learning opportunities for children and young adults.

Next, Whitney Hanna and Dr. Charlotte McDavid provided perspective from [Greenville County Schools](#). Greenville County Schools is the 44th largest school district in the country, serving 77,000 students. The graduation rate for school year 2016-2017 was 87.3%, a 21% increase since 2012. The [Graduation Plus Initiative](#) has been an integral component to the increase in graduation rates in the community. The initiative is from pre-k to 12th grade, focused on graduating students that are college and career ready,

and committed to graduating students not only with a diploma, but also a technical certification or college credit. Hanna highlighted that an important part of Graduation Plus is workforce development, an ongoing opportunity and challenge in Greenville. Greenville County Schools is part of the Network for Southern Economic Mobility and views OST as a key lever in supporting the economic mobility of young people and their families. Hanna acknowledged that the district only has children and young adults for 20% of the time, and that it “takes a village” of community, afterschool, and industry partners to support them.

Dr. McDavid expanded further on the extended day, afterschool, and summer programs provided by the district. Of 51 elementary and 22 middle schools, 40 of those schools currently offer extended day programs for students. The curriculum, hiring, and activities of each program are managed by the principal at the school, and programs cost \$45 a week. Through relationships and partnerships with business and other community agencies, these programs offer a range of enrichment activities including art, STEM, and sports. Additionally, school sites can offer other programs through the YMCA and other organizations. There are also a number of opportunities in the district during the summer, such as the state mandated Read to Succeed program which in Greenville County serves 850 students across six sites, as well as summer learning opportunities at Clemson University. Dr. McDavid expressed her excitement in discussing how the community can support and scale up their work to support families and children.

Moderated Discussion and Audience Q&A

Who is a key partner when building an OST system and how can those partnerships be established and maintained?

Smith shared that both the research and her personal experience demonstrate that the school district is a primary partner in an OST system. Given that students spent so much time in school, it is essential to understand what students are learning during the school day and the expectations that a school district has of afterschool providers. Stevens added that \$45 a week is not affordable for all families in Greenville, and building an OST system requires funders to step up and support the work. She explained the importance of engaging big voices to speak out and advocate for OST programming, such as city and county councils, and large corporations in the area, such as BMW.

What strategies lead to a strong systems approach?

Dr. McDavid explained that convening community members to discuss issues and share resources is particularly helpful, especially for stakeholders that may be new to the OST work in Greenville. She stated that assessing what partnerships are in place, identifying what can be added or who needs to be included, and then developing a mechanism to monitor and measure impact are the first few steps to a strong system. Hendrix, as an employer, challenged attendees to think about how parents can become distracted from their work if they are worried about their child’s safety after school. Providing OST programs to children provides peace of mind to parents which might help them excel in their career and potentially break the cycle of poverty.

How can communities foster their collective capacity to bring more people to the leadership table?

Hanna stressed the importance of building strong relationships with families, programs, and other community partners. For the district, there is an opportunity to collaborate both at the district and

school level with a variety of partners. She noted that every school has its unique culture, and what works for one school may not work for another.

Could the Pay for Success model work in Greenville?

One attendee mentioned that while \$180 a month may not be affordable to some families, it can be manageable for a community. He asked panelists to discuss their views on return on investment and cost avoidance strategies. Smith mentioned that CIS has been thinking about adverse childhood experiences (ACEs) and how interventions can address the lived experiences of children. Smith agreed that Greenville needs to continue this conversation moving forward. Stevens added that more people are talking about Pay for Success nationally, and the data that suggests OST can save costs in the future.

What is the South Carolina Afterschool Alliance and how can it serve as a resource in Greenville's OST system-building efforts?

Zelda Waymer, Executive Director of South Carolina Afterschool Alliance, said they seek to support afterschool programs, provide technical assistance, professional development, support alignment between school day and afterschool, and introduce providers to innovative programs. For example, NBA Math Hoops is a program that uses basketball to teach youth math skills, as well as expose them to other careers within the field of basketball, such as marketing and management. The South Carolina Afterschool Alliance is also working on college and career readiness digital badging. Business leaders, school administrators, and other community stakeholders came together to determine what skills and competencies students need to be successful. Students will soon have the opportunity to earn badges once they demonstrate mastery of certain skills. The network consists of 1462 programs serving 100,000 kids.

Where are there currently gaps in Greenville, and where are their opportunities to strengthen the community?

Stevens highlighted that Greenville needs to determine what organization or entity will manage and coordinate the OST system. Hanna shared that Greenville must focus on logistical aspects, such as transportation and cost of programming. Hendrix expressed that the community needs to consider how they can engage and utilize the college student population, such as sororities and fraternities. Dr. McDavid mentioned that the community must continue to engage with other entities that can benefit from OST efforts, such as chambers of commerce and police departments.

The panelists also agreed how important mapping is to see where students and OST programs are located, and where there is need for OST programming. Dr. McDavid mentioned the district has a mapping system to identify gaps, and can work with partners to identify where programs can be located. Stevens also mentioned that United Way has engaged in mapping as well. Waymer mentioned that South Carolina Afterschool Alliance has information about the programs in their network, such as program location and demographics of who they serve, that can be shared as a resource among attendees. Hanna also highlighted [OnTrack Greenville](#), an initiative funded by a federal Social Innovation Fund grant that takes a comprehensive approach to helping middle school students stay on track to graduate. OnTrack's Early Warning and Response System uses data to identify students disengaging with school, allowing community stakeholders to customize interventions. Hanna emphasized that OST programming is an important component that contributes to the success of the initiative, and while the

initiative requires many resources, it has been working, and with additional support could be scaled up to the larger community.

Next Steps

JoKeitha Seabrook, Director of Community & Partner Relations, United Way of Greenville County

To round out the day's discussion, JoKeitha Seabrook thanked attendees, panelists, AYPF, and fellow United Way staff for a great day of conversation and questions. Seabrook expressed her excitement that Greenville was already engaged in some of the practices highlighted by the national experts, but emphasized the need for Greenville to establish a more coordinated OST system. Echoing Meghan Barp's earlier comments, Seabrook explained that United Way does not plan to manage the OST system, but rather serve as a partner and convener of continued conversations. With the four key elements of a successful OST system in mind, Seabrook encouraged the leaders in the room to write their name, a colleague's name, or someone who they believe needs to be a part of the conversation, on the feedback form to be included in future convenings.